

5440-66 School Psychologist

The holder is authorized to provide school psychological services in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of school psychological concepts and skills delineated in current national professional standards.¹ Specifically, the school psychologist understands:

Data-Based Decision-Making and Accountability: Strategies to assess current problem areas, strengths, and needs at the individual, group, and systems level through assessment, and methods to measure the outcomes of data-based decisions

Interpersonal Communication, Collaboration, and Consultation: Behavioral, mental health, problem solving, instructional, and other consultation models and their application; collaborative models and methods at the individual, group, and systems level

Effective Instruction and Development of Cognitive/Academic Skills: Theories of learning and cognitive development; assessment strategies and techniques, both formal and informal, to identify systemic practices, classroom interventions, and individual student strengths and needs; curriculum and standards-based instruction; instructional intervention strategies for students with cognitive delays or learning disorders; direct and indirect services to facilitate development of cognitive, literacy and other academic skills to enhance academic learning time and self-monitoring strategies

Socialization and Development of Life Skills: Human development and social/emotional functioning; assessment and intervention techniques to determine student goals and to monitor progress toward those goals; affective curriculum and instruction related to conflict resolution and social skills

Student Diversity in Development and Learning: Individual differences, learning styles, and the ranges of abilities and disabilities; strengths and needs of students from diverse, racial, cultural, ethnic, experiential, and linguistic backgrounds

School and Systems Organization, and Climate: General education and special education federal and state laws, regulations, and mandatory reporting requirements relative to the role of the school psychologist; organizational and system-change theory; safe, support-ive, and effective learning environments; current laws, regulations, and procedures governing referrals; identification, evaluation, and placement of students with disabilities

Prevention, Crisis Intervention and Mental Health: Normal and abnormal child and adolescent development; biological, familial, and social influences on behavior; counseling and intervention theories and techniques for students with a wide range of needs and disorders; crisis prevention and crisis response techniques

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Home-School-Community Consultation and Collaboration: Family systems theory including family influences on student development, learning and behavior, and the community services and supports available to schools, families, and students; curriculum and intervention techniques that enhance academic achievement, parent participation and communication

Research, Program Evaluation, Data-Based Decision Making, and Accountability: Research design, statistical methods, and applied research relevant to educational programs; validated, reliable, and research-based programs/interventions; program evaluation at the individual, group, and systems level

School Psychology Practices and Development: History and foundation of School Psychology as a profession; service models, roles, and functions in school psychology; ethical practices and professional issues; federal and state laws and regulations as they pertain to school policies and procedures governing school psychologists

Information Technology: Information technology and related ethical practice specific to school psychology

Performance Standards:

The school psychologist enhances and strengthens the educational process and serves students through collaboration, consultation, and intervention. School psychologists apply knowledge standards at an individual, classroom, family, and systems level. The school psychologist:

Data-Based Decision-Making and Accountability:

Applies standards-based assessment results to address questions about students' progress in learning and achievement and provide data-based recommendations for curriculum change or development through collaboration, consultation, assessment, and intervention

Defines current problem areas, strengths and needs at an individual, group, and systems level through assessment/measurement techniques

Interpersonal Communication, Collaboration, and Consultation:

Collaborates effectively with school personnel, parents, and community providers in the planning and decision-making process at the individual, group, and systems level

Effective Instruction and Development of Cognitive and Academic Skills:

Develops, implements, and evaluates appropriate cognitive and academic goals and interventions for students with specific needs

Links assessment results to interventions which enhance student learning

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Socialization and Development of Life Skills:

Develops, implements, and evaluates behavioral, affective, adaptive, and social interventions to effect behavioral changes and/or social skills development

Student Diversity in Development and Learning:

Implements strategies based upon individual characteristics, strengths, needs, and cultural factors to adapt curriculum and/or school procedures that will promote successful student outcomes

School and Systems Organizations:

Collaborates with school personnel to design, implement, and evaluate school-wide policies and procedures to enhance the educational structure for students

Prevention, Crisis Intervention, and Mental Health:

Develops prevention and intervention programs that promote mental health, physical well-being, and tolerance for others

Assists schools in the development of crisis response policies, protocols, and other practices that create and maintain safe, supportive, effective learning environments

Home-School-Community Consultation and Collaboration:

Demonstrates effective collaboration with families, educators and other members of the community to promote and provide access to comprehensive health and mental health services to children and/or families

Provides support and assistance to parents in situations that may be new, unfamiliar, or stressful for them

Research, and Program Evaluation:

Uses research design, statistical procedures, and applied research to plan and conduct investigations of existing or proposed programs

Critiques curricula programs and applies research knowledge to help guide schools in the selection of curriculum or other academic/intervention programs

Applies and translates research findings into service delivery improvements for students

Defines current problem areas, strengths, and needs at an individual, group, and systems level through assessment/measurement techniques

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School Psychology Practice:

Demonstrates knowledge of ethical, professional, and legal standards and incorporates these into all aspects of professional services including protecting the rights of all parties, maintaining confidentiality, and fulfilling legal requirements

Additional Requirements:

A National Association of School Psychologists (NASP) Specialist Level or Doctoral degree or an American Psychological Association accredited Doctoral degree in School Psychology, or the equivalent.

For the purpose of equivalency, a minimum of 60 graduate semester hours (Specialist Level) or a minimum of 90 graduate semester hours (Doctoral Level) in the knowledge and performance domains of School Psychology is required. Individuals who have completed a minimum of 60 graduate semester hours in clinical, counseling, or industrial/organizational psychology shall follow the American Psychological Association guidelines for re-specialization in obtaining the multiple knowledge and performance domain competencies for the practice of school psychology. In addition, fulfillment of these competencies shall be demonstrated by achieving a score of 660 or higher on the School Psychology examination administered by the Educational Testing Service (ETS) – test code 10400. **Note: passage of this examination is not required if the applicant has the NASP or APA accredited doctoral degree in school psychology.**

A NASP approved internship, APA accredited internship, or an internship with at least 600 clock hours in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience.

An applicant who is a Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements for licensure as a School Psychologist in Vermont.

¹. *Standards for the Credentialing of School Psychologists, (2000, National Association of School Psychologists)*